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ABSTRACT

This guide provides data and information about management education in U.S. schools of business. It was created to inform internal and external stakeholders about important aspects of business schools and to enhance public understanding of the management education industry. The 50 tables describe areas ranging from faculty and student demographics to information technology. Selection of data and information was based on availability, currency, and expressed interest. Data about corporate-based management education programs are not included, and the attention to distance education in the guide is limited and focused on colleges and universities. The guide includes details about other sources of information about management education. (SLD)

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AACSB

THE INTERNATIONAL ASSOCIATION FOR MANAGEMENT EDUCATION

ED 448 631

Pocket Guide

EDUCATION IN

OF BUSINESS

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AACSB Pocket Guide

Management Education in U.S. Schools of Business

April 2000

AACSB Pocket Guide
Management Education in U.S. Schools of Business

April 2000

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AACSB – THE INTERNATIONAL ASSOCIATION FOR MANAGEMENT EDUCATION

MISSION STATEMENT AND STRATEGIC OBJECTIVES

THE MISSION OF AACSB – THE INTERNATIONAL ASSOCIATION FOR MANAGEMENT EDUCATION IS EXCELLENCE IN MANAGEMENT EDUCATION IN COLLEGES AND UNIVERSITIES

To achieve a leadership position in pursuit of this mission, AACSB embraces the global scope of management, addresses current issues and identifies future challenges through the following strategic objectives:

- AACSB will stimulate continuous improvement of management education through accreditation and other processes.
- AACSB will develop and strengthen the effectiveness of management educators.
- AACSB will develop and strengthen diversity in management education.
- AACSB will increase the understanding of the value of management education.

FOREWORD

This first edition guide provides data and information about management education in U.S. schools of business. It was created and designed to inform internal and external stakeholders about important aspects of business schools and enhance public understanding of the management education industry. The 50 tables included describe areas ranging from faculty and student demographics to information technology. Selection of data and information was based on availability, currency and expressed interest. Information about other AACSB publications, services and contacts was included to enhance the utility of the guide as a reference tool.

Undoubtedly, the user of this guide will desire more data and information than is included. In some cases, the desired data may be available in one of the many other AACSB publications released and updated throughout the year. Among these are NEWSLINE, @cademyonline, Funding Alert, the AACSB Web site (http://www.aacsb.edu) and a variety of industry reports.

This guide covers only a small part of management education. For example, it does not include data about the business schools of Western Europe or frame the national leadership role of universities in Latin America. Data about corporate-based management education also is not included. Finally, attention to "distance education" within the guide is limited and focused on colleges and universities. Most AACSB members are proceeding with caution into the digital economy, while the buzz about "e-learning" centers around partnerships between dot-coms and certain business schools. Venture capitalists are allocating huge sums of money to this growth segment of the education market.

Using aggregate, industry-level data for benchmarking and decision-making purposes is sometimes inappropriate and potentially dangerous. In some cases, it is possible to obtain custom data about peer institutions. For example, industry-level average salaries may be interesting and informative, but using the data for decision-making purposes is not recommended. Customized "peer only" or "aspiration group" reports using AACSB Salary Survey data will likely result in much better recruiting, budgeting and salary adjustment decisions. AACSB members may create and purchase custom salary reports online using the AACSB Salary Survey Inquiry Service.

The value of modern organizations, including business schools, is tied integrally to their intellectual capital. Whether professors are employed full-time or part-time by the institution, quality management education requires a faculty complement that has sound academic and professional qualifications, as well as instructional skills. There is mounting concern about whether the "pipeline" for traditional research doctorates will result in sufficient supply to catch up to and keep up with rising demand. Substantial space in this guide is dedicated to understanding the characteristics of business school faculty and research doctorates.

What will this guide look like in the future? It will provide a more complete view of management education, one that is international in scope, includes information about the corporate and for-profit e-learning markets, and more. Your feedback and suggestions about this guide are valued and appreciated.

April 2000

AACSB MEMBERSHIP PROFILE

AACSB Membership as of March 2000

Educational Members	Number	Percent of Total Educational Members
U.S. Educational	664	81.7
Non-U.S. Educational	149	18.3
Total Educational	813	

Non-Educational Members	Number	Percent of Total Non-Educational Members
Business	34	75.6
Government and Non-Profit	11	24.4
Total Non-Educational	45	
Grand Total AACSB Members	858	

Source: AACSB

Accreditation Council Membership as of March 2000

The Accreditation Council is comprised of those member institutions having achieved AACSB accreditation.

Accreditation Council Members	Number	Percent of Total Accredited Members
U.S. and Canada	375	97.9
Outside U.S. and Canada	8	2.1
Total Accredited	383	
Undergraduate	30	7.8
Master's	25	6.5
Undergraduate and Master's	328	85.6
Accounting	142	37.1

Source: AACSB

Number and Percent of AACSB Members by Region as of March 2000

Region	Number	Percent
Asia	12	1.5
Australia/New Zealand	9	1.1
Eastern Europe	9	1.1
Latin America	20	2.5
Middle East	10	1.2
North America	693	85.2
South Africa	4	.5
Western Europe	56	6.9
Total	813	100.0

Source: AACSB

Number and Percent of AACSB Accredited Members by Region as of March 2000

Region	Number of Accredited Members	Percent Accredited of Total Number of Members in Each Region
Asia	2	16.7
Australia/New Zealand	0	0.0
Eastern Europe	0	0.0
Latin America	2	10.0
Middle East	0	0.0
North America	375	54.1
South Africa	0	0.0
Western Europe	4	7.1
Total	383	

Source: AACSB

Number of AACSB Members by Country as of March 2000

Argentina	1	Macedonia	1
Australia	7	Mexico	4
Austria	1	The Netherlands	6
Brazil	2	New Zealand	2
Canada	29	Norway	1
Chile	3	Peru	3
China	4	The Philippines	1
Colombia	2	Poland	2
Costa Rica	1	Portugal	1
Cyprus	1	Russia	1
Czech Republic	2	Saudi Arabia	3
Denmark	1	Singapore	1
Ecuador	1	Slovenia	2
Egypt	2	Rep. of South Africa	4
France	23	South Korea	2
Germany	3	Spain	6
Greece	1	Switzerland	1
Hungary	1	Thailand	2
Ireland	1	United Arab Emirates	1
Israel	2	United Kingdom	9
Italy	1	United States	664
Japan	2	Uruguay	2
Kuwait	1	Venezuela	1
Lebanon	1		

Source: AACSB

Member information is updated continually throughout the year. Check the AACSB Web site (http://www.aacsb.edu) for latest information.

Activities U.S. Members Want AACSB to Emphasize (top five only)

Activities	Percent Indicating "Strong Emphasis"
Provide information on business school policies and best practices	79
Provide data on management education industry trends	66
Provide data and analysis of business school operations	63
Promote the value of accreditation	57
Promote the value of management education to external stakeholders	51

Source: AACSB 1999 U.S. Educational Member Survey

Activities International Members Want AACSB to Emphasize (top five only)

Activities	Percent Indicating "Strong Emphasis"
Provide information on business school policies and best practices	76
Provide data on management education industry trends	61
Facilitate member interaction with peers and schools within AACSB	49
Promote the value of management education to external stakeholders	40
Promote the value of accreditation worldwide; Provide data and analysis of business school operations	38

Source: AACSB 1999 International Educational Member Survey

Expected Changes in Revenue Levels (next three to five years)

	Percent Indicating "Significant Increase"	
Revenue Source	U.S. Educational	International
Tuition and fees	13	20
Non-degree executive education	26	33
Research grants	10	17
Private gifts	51	19
Entrepreneurial efforts/activities	15	23

Source: AACSB 1999 AACSB Educational Member Survey

BUSINESS SCHOOL FACULTY

Average *Full-Time Business Faculty* Size – AACSB U.S. Member Institutions (1999-2000)

Institution Type	Average Number of Full-Time Faculty Members	Institutions Reporting
Public Accredited	62.5	229 (91%)
Private Accredited	57.8	95 (89%)
Public Non-Accredited	28.9	79 (60%)
Private Non-Accredited	24.6	59 (34%)

Source: AACSB Salary Survey 1999-2000

Business Faculty by Gender (1999-2000)

Rank	Percent Men	Percent Women
Professor	88.1	11.9
Associate Professor	77.2	22.8
Assistant Professor	68.7	31.3
Instructor	55.8	44.2
New Doctorate	66.1	33.9
ABD	68.1	31.9
Total	77.4	22.6

Source: AACSB Salary Survey 1999-2000

Business Faculty by Race/Ethnicity & Citizenship (1994-1995 and 1998-1999)

Race/Ethnicity	Percent 1994	Percent 1998
Asian	6.1	6.8
Black	2.7	3.1
Hispanic	1.2	1.5
Native American	.3	.3
White	83.2	81.6
Non-U.S. Citizens	6.5	6.7

Source: AACSB School Fact Form 1994-1995, 1998-1999

Average Faculty Salaries: Professor (1999-2000)

Discipline	($ in 000's) Average Salary	New Hires
Accounting/Taxation	94.4	130.8
CIS/MIS	89.9	99.3
Finance/Banking/Real Estate/Insurance	105.1	138.4
Management/Behavioral Science/ International Business/Strategic Mgmt.	94.2	117.0
Marketing	94.5	115.2
Production/Operations Management	95.8	114.3
Quantitative Methods/Operations Research/Statistics	92.0	127.5
Combined (includes all disciplines, including those not named above)	92.8	119.7

Source: AACSB Salary Survey 1999-2000

Average Faculty Salaries: Associate Professor (1999-2000)

Discipline	($ in 000's) Average Salary	New Hires
Accounting/Taxation	76.9	86.2
CIS/MIS	72.9	75.6
Finance/Banking/Real Estate/Insurance	80.9	86.9
Management/Behavioral Science/ International Business/Strategic Mgmt.	72.4	77.0
Marketing	73.5	81.9
Production/Operations Management	75.5	86.0
Quantitative Methods/Operations Research/Statistics	71.3	*
Combined (includes all disciplines, including those not named above)	73.1	80.6

* Data not reported for less than three responses

Source: AACSB Salary Survey 1999-2000

Mark your calendar for the AACSB Management Education Strategic Compensation Conference scheduled for November 2000. Location and exact date to be announced. Check the AACSB Web site (http://www.aacsb.edu) for details.

Average Faculty Salaries: Assistant Professor (1999-2000)

Discipline	($ in 000's) Average Salary	New Hires
Accounting/Taxation	71.6	74.3
CIS/MIS	68.7	68.9
Finance/Banking/Real Estate/Insurance	80.2	80.6
Management/Behavioral Science/ International Business/Strategic Mgmt.	67.2	68.7
Marketing	68.9	66.2
Production/Operations Management	69.8	69.9
Quantitative Methods/Operations Research/Statistics	66.1	65.8
Combined (includes all disciplines, including those not named above)	68.7	68.6

Source: AACSB Salary Survey 1999-2000

Average Faculty Salaries: New Doctorate (1999-2000)

Discipline	Average Salary ($ in 000's)
Accounting/Taxation	77.6
CIS/MIS	75.3
Finance/Banking/Real Estate/Insurance	91.9
Management/Behavioral Science/ International Business/Strategic Mgmt.	69.9
Marketing	71.8
Production/Operations Management	71.1
Quantitative Methods/Operations Research/Statistics	61.5
Combined (includes all disciplines, including those not named above)	74.3

Source: AACSB Salary Survey 1999-2000

The AACSB Salary Survey Inquiry Service now is available online. For more information about this valuable service available only to AACSB member representatives, contact Alice Thompson, information services associate (alice@aacsb.edu).

Average Number of New Hires Among Salary Survey Participants by Rank (1999-2000)

Rank	Average Number of New Faculty Hires
Professor	.27
Associate Professor	.49
Assistant Professor	1.71
Instructor	.65
New Doctorate	.77
ABD	.31
All Ranks	4.20

Source: AACSB Salary Survey 1999-2000

Influences on Faculty Satisfaction in Schools of Business (1999)

Major Predictors (in order of importance) of Overall Faculty Satisfaction in Schools of Business

- Administration (e.g., goals and objectives, academic freedom, allocation of resources, quality of appointments, fund-raising, campus relations)
- Salary, promotion and tenure (e.g. current salary, annual review process, P & T process, and post-tenure review)
- Culture (e.g. faculty share common vision, relationships with fellow faculty members within discipline, mentoring programs)

Predictors That Have NO Impact on Overall Faculty Satisfaction in Schools of Business

- Faculty influence (e.g. tenure and promotion, curriculum development, and resource allocation); Faculty development (e.g. teaching and research skills, global and multidisciplinary teaching and research, and classroom technology); Gender
- Service (university, school, and professional)
- Computer support (hardware, software)
- Teaching elements (e.g. teaching load, class size, and facilities); teaching evaluation (e.g. overall process, students' teaching evaluation); policies for teaching assignments and schedules; teaching facilitation of students' skills (e.g. oral and presentation skills, computer skills, etc.)
- Evaluation of doctoral programs (e.g. student recruitment, interdisciplinary perspective, teaching & research preparation)
- Effectiveness of faculty assessment of students' abilities (e.g. think critically, solve problems, and communication skills)

Source: Analysis of results from AACSB/EBI Faculty Satisfaction Surveys. Sample included 2,760 faculty members from 86 schools.

Note: Faculty satisfaction predictors are based on analyzing responses from all schools participating in the study. Through the Custom Statistical Analysis Report (CSAR), available as part of the AACSB/EBI Benchmarking studies, individual school responses are analyzed to identify predictors for specific institutions.

ADMINISTRATIVE PERSONNEL

Administrative Personnel by Gender (1999-2000)

Position	Percent Men	Percent Women
Dean	90.9	9.1
Associate Dean	78.1	21.9
Assistant Dean	42.6	57.4
Assistant Dean/Director of Development	45.5	54.5
Assistant Dean/Director of Information Systems	77.4	22.6
Accounting Department Chair	86.2	13.8
School of Accounting, Director, etc.	78.8	21.2
Academic Department Chair	87.4	12.6
Assistant Dean/Director of Undergraduate Program	37.0	63.0
Director of Graduate Program	62.0	38.0
Assistant Dean/Director of Career Services/Placement	40.9	59.1
Director of Cooperative Program	35.7	64.3
Assistant Dean/Director of Executive Education	68.6	31.4
Director of Internship	46.7	53.3
MBA/Master's Admissions Director	33.7	66.3
Assistant Dean/Director of MBA Program	61.3	38.7
Small Business Administration Director	72.7	27.3
Director of Communications/Public Relations	19.0	81.0
Executive MBA (EMBA) Director	62.1	37.9
Director of Research	77.8	22.2
Other	56.7	43.3

Source: AACSB Salary Survey 1999-2000

Average 12-Month Administrative Salaries (1999-2000)

Position	Average Salary ($ in 000's)
Dean	134.2
Associate Dean	109.5
Assistant Dean	70.9
Assistant Dean/Director of Development	78.4
Assistant Dean/Director of Information Systems	80.2
Accounting Department Chair	105.6
School of Accounting, Director, etc.	114.7
Academic Department Chair	103.9
Assistant Dean/Director of Undergraduate Program	67.9
Director of Graduate Program	80.2
Assistant Dean/Director of Career Services/Placement	66.9
Director of Cooperative Program	50.1
Assistant Dean/Director of Executive Education	93.2
Director of Internship	50.0
MBA/Master's Admissions Director	60.1
Assistant Dean/Director of MBA Program	83.7
Small Business Administration Director	59.3
Director of Communications/Public Relations	57.1
Executive MBA (EMBA) Director	75.8
Director of Research	85.6
Other	64.8

Source: AACSB Salary Survey 1999-2000

BUSINESS AND MANAGEMENT DOCTORATES

Number of Business and Management Doctorate Recipients (1994 and 1998)

Discipline	1994	1998
Accounting	179	154
Banking/Financial Support Services	134	83
Business Administration and Management	319	342
Business/Managerial Economics	40	56
International Business	22	33
MIS/Business Data Processing	117	86
Marketing Management and Research	167	143
Operations Research	54	57
Organizational Behavior	102	103
Business Mgmt./Admin. Services, General	87	36
Business Mgmt./Admin. Services, Other	62	72
Total	1,283	1,165

Source: Survey of Earned Doctorates 1998, National Opinion Research Center under the direction of NSF, NIH, NEH, USED, and USDA. Note: Numbers differ from U.S. Department of Education earned degree figures because the survey includes only research doctorates.

Business and Management Doctorate Recipients by Gender (1988 and 1998)

	1988 Percent	1998 Percent
Men	76.2	67.2
Women	23.8	32.1
Unknown	0	.7

Source: Survey of Earned Doctorates 1998, National Opinion Research Center under the direction of NSF, NIH, NEH, USED, and USDA.

Business and Management Doctorate Recipients by Citizenship and Race/Ethnicity (1998)

	Number	Percent
Total Doctorates	1,165	100.0
Non-U.S. Citizens With Temporary Visas	248	21.3
Total U.S. Citizen and Non-U.S. With Permanent Visas	841	72.2
American Indian	9	1.1
Asian	68	8.1
Black	44	5.2
Hispanic	22	2.6
White	665	79.1
Unknown	33	3.9
Did Not Report Citizenship	76	6.5

Source: Survey of Earned Doctorates 1998, National Opinion Research Center under the direction of NSF, NIH, NEH, USED, and USDA.

Mean Age and Median Time to a Business and Management Doctorate (1998)

	Years
Mean Age at Doctorate	36.0
Median Total Time from Baccalaureate Degree to Doctorate	12.6
Median Registered Time from Baccalaureate Degree to Doctorate	7.7

Source: Survey of Earned Doctorates 1998, National Opinion Research Center under the direction of NSF, NIH, NEH, USED, and USDA.

Postdoctoral Plans of Business and Management Doctorates (1998)

Postdoctoral Plans	Percent
Postdoctoral Study	3.9
Employment After Doctorate	82.2
Educational Institution	60.8
Industry/Business	13.4
Government	2.9
Nonprofit	1.5
Other and Unknown Employment	3.6
Unknown Postdoctoral Plans	13.9

Source: Survey of Earned Doctorates 1998, National Opinion Research Center under the direction of NSF, NIH, NEH, USED, and USDA.

UNDERGRADUATE AND MASTER'S STUDENTS

Average Enrollment of AACSB U.S. Business Schools by Program Level (Fall 1999)

Program Level	Full-time	Part-time
Undergraduate	1,377	327
MBA	166	255
Specialized Master's	72	104

Source: AACSB Business School Questionnaire Fall 1999

Percent of Freshmen Indicating Business as Probable Major (1980, 1990 and 1999)

First-time, Full-time Freshmen

1980	1990	1999
23.9	21.1	15.2

Source: AACSB-Sponsored Analysis of Survey of College Freshmen 1999, by Cooperative Institutional Research Program (CIRP), Higher Education Research Institute, UCLA.

Freshmen Indicating Business as Probable Major by Gender 1999

First-time, Full-time Freshmen

	Men	Women
Number indicating business	21,222	17,508
Of those indicating business, percent men and women	55.1	44.9
Of those indicating other majors or undecided, percent men and women	41.9	58.1

Source: AACSB-Sponsored Analysis of Survey of College Freshmen 1999, by Cooperative Institutional Research Program (CIRP), Higher Education Research Institute, UCLA.

Freshmen Indicating Business as Probable Major by Race/Ethnicity 1999

First-time, Full-time Freshmen

	Business	Other Majors	Undecided
African American/Black	10.5	9.5	10.1
American Indian	1.8	2.4	2.3
Asian American/Asian	6.9	6.5	6.3
Hispanic & Other Latino	5.8	5.9	5.9
White	77.1	78.8	78.4
Other	3.1	3.3	3.7

Source: AACSB-Sponsored Analysis of Survey of College Freshmen 1999, by Cooperative Institutional Research Program (CIRP), Higher Education Research Institute, UCLA.

Note: A full report on the characteristics of entering business freshmen will be prepared annually by AACSB and released in conjunction with the AACSB Undergraduate Programs Seminar.

Degrees in Business and Management (1992 and 1997)

	1992	1997
Bachelor's Degrees	250,237	223,899
Master's Degrees	82,364	96,234

Source: AACSB Earned Degrees in Management Education 1992-1997 CD

Market Share of AACSB Institutions (1992 and 1997)

Percent of all degrees in business and management awarded by AACSB members and AACSB accredited members.

	Bachelor's Degrees		Master's Degrees	
	1992	1997	1992	1997
AACSB Members	79	70	90	86
Accredited Members	57	50	66	61

Source: AACSB Earned Degrees in Management Education 1992-1997 CD

Degrees in Business and Management by Discipline (1997)

Discipline	Percent of Bachelor's Degrees	Percent of Master's Degrees
General Business Administration	47.4	70.7
Accounting	18.6	4.7
Business and Management Economics	1.2	.2
Finance	9.8	6.4
Hospitality Services	2.4	.4
Human Resources	3.8	3.8
Business and Management Information Science	3.2	2.8
Marketing	9.5	1.9
Quantitative Methods	.8	1.1
All Other Business Fields	3.3	7.9

Source: AACSB Earned Degrees in Management Education 1992-1997 CD

Business and Management Degrees Awarded by Gender (1992 and 1997)

	Percent of Bachelor's Degrees		Percent of Master's Degrees	
	1992	1997	1992	1997
Men	53	51	65	61
Women	47	49	35	39

Source: AACSB Earned Degrees in Management Education 1992-1997 CD

Business and Management Degrees Awarded by Race/Ethnicity (1992 and 1997)

	Percent of Bachelor's Degrees		Percent of Master's Degrees	
	1992	1997	1992	1997
American Indian	.4	.5	.2	.3
Asian/Pacific Islander	4.0	6.0	4.1	5.5
Black	6.9	8.5	4.5	6.2
Hispanic	5.2	7.2	2.6	3.6
White	78.4	70.0	74.2	64.9
Unknown	1.9	2.3	3.9	5.1
Foreign Students	3.2	5.5	10.5	14.4

Source: AACSB Earned Degrees in Management Education 1992-1997 CD

Business and Management Degrees Awarded to Foreign Students (1992 and 1997)

	1992 Percent	1997 Percent
Bachelor's Degrees	3.2	5.5
Master's Degrees	10.5	14.4

Source: AACSB Earned Degrees in Management Education 1992-1997 CD

Projected Salaries of Bachelor's Degree Candidates (2000)

Major	Average Projected Salary ($'s)	Percent Increase
Accounting	34,356	5.1
Business Administration	32,970	4.4
Economics/Finance	34,918	4.6
Mgmt. Information Systems	38,938	4.9
Marketing/Marketing Mgmt.	32,857	3.8

Source: Reprinted from the Job Outlook 2000, with permission of the National Association of Colleges and Employers, copyright holder.

Projected Salaries of Master's Degree Candidates (2000)

Major	Average Projected Salary ($'s)	Percent Increase
Accounting	42,636	5.9
MBA	59,140	4.8

Source: Reprinted from the Job Outlook 2000, with permission of the National Association of Colleges and Employers, copyright holder.

Top 10 Personal Qualities Employers Seek in College Graduates (2000)

1. Communication skills
2. Motivation/initiative
3. Teamwork skills
4. Leadership skills
5. Academic achievement/GPA
6. Interpersonal skills
7. Flexibility/adaptability
8. Technical skills
9. Honesty/integrity
10. Work ethic; Analytic/problem-solving skills

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Influences on Student Satisfaction in Undergraduate Business Programs (1999)

Major Predictors (in order of importance) of Overall Student Satisfaction in Undergraduate Business Programs

- Quality of faculty and instruction for courses in students' major
- Quality of placement and career services
- Academic quality, teamwork, and camaraderie of classmates
- Extent and quality of skills training (e.g. presentation, written communication, team effectiveness, computer)
- Faculty responsiveness, fair grading, and student effort for students' major

Predictors That Have NO Impact on Overall Student Satisfaction in Undergraduate Business Programs

- Facilities and computing resources
- Breadth of the curriculum (e.g. international perspective, social responsibility/ethics, technology, practical applications)
- Quality of faculty and instruction for required courses
- Student organizations and extracurricular activities
- Average number of hours worked
- Faculty responsiveness, fair grading, and student effort for required courses
- Amount of and value of student teamwork in curriculum
- Size of enrollments for required and major courses
- Gender; SAT/ACT score; GPA (high school and college)
- Average number of hours studied

Source: Study of results from AACSB/EBI Student Satisfaction Surveys. Sample included 26,621 students from 160 institutions.

Influences on Student Satisfaction in Full-Time MBA Programs (1999)

Major Predictors (in order of importance) of Overall Student Satisfaction in Full-Time MBA Programs

- Quality of faculty and instruction for required courses
- Satisfaction with career services and career placement
- Satisfaction with fellow students (e.g. quality, camaraderie, work experience)
- Quality of faculty and instruction for elective courses

Predictors That Have NO Impact on Overall Student Satisfaction in Full-Time MBA Programs

- Gender; GMAT score; GPA
- Years of prior full-time work experience
- Amount of and quality of student teamwork
- Breadth of the curriculum (e.g. international perspective, practical applications); extent and quality of skills training (e.g. presentation, written communication, team effectiveness)
- Satisfaction with facilities (e.g. classrooms, library, computer)

Source: Study of results from AACSB/EBI Student Satisfaction Surveys. Sample included 5,848 students from 78 institutions.

Influences on Student Satisfaction in Part-Time MBA Programs (1999)

Major Predictors (in order of importance) of Overall Student Satisfaction in Part-Time MBA Programs

- Quality of faculty and instruction for required courses
- Satisfaction with program office services
- Satisfaction with fellow students (e.g. quality, camaraderie, work experience)
- Faculty responsiveness, fair grading, and student effort for elective courses

Predictors That Have NO Impact on Overall Student Satisfaction in Part-Time MBA Programs

- Quality of faculty and instruction for elective courses
- Level of tuition support from employer
- Breadth of the curriculum (e.g. international perspective)
- Years of prior full-time work experience
- Extent and quality of skills training (e.g. presentation, written communication, team effectiveness, computing)
- Gender, GMAT score; GPA
- Faculty responsiveness, fair grading, and student effort for required courses
- Satisfaction with facilities and computing resources
- Satisfaction with career services and career placement

Source: Study of results from AACSB/EBI Student Satisfaction Surveys. Sample included 5,025 students from 91 institutions.

Note: Student satisfaction predictors are based on analyzing responses from all schools participating in the study. Through the Custom Statistical Analysis Report (CSAR), available as part of the AACSB/EBI Benchmarking studies, individual school responses are analyzed to identify predictors for specific institutions.

AACSB/EBI Benchmarking Services

Educational Benchmarking, Inc. (EBI), in partnership with AACSB, develops and makes available benchmarking reports applicable to management education. For more information, contact Glenn Detrick, EBI, at 314-963-1018 or (Glenn@webebi.com).

The following assessment surveys are available:

- Undergraduate and MBA (Full-Time and Part-Time) Surveys of Graduating Students
- Management Education Faculty Survey
- First-Year MBA (for full-time programs) Student Survey
- Undergraduate and MBA Alumni Surveys

Features:

- Statistically valid and reliable survey instruments
- Comprehensive analysis of an institution
- Comparative analysis against six peer schools of choice
- Longitudinal analysis of current and previous year's results
- Optional Custom Statistical Analysis Report (CSAR) identifying predictors of overall satisfaction specifically for an institution plus statistical differences between an institution and its comparative institutional group

INFORMATION TECHNOLOGY

AACSB's Learning Technologies Workshop 2000 is scheduled May 20-23 in Atlanta, Ga. Visit the AACSB Web site (http://www.aacsb.edu) for more information.

Computer Operating Budgets (1998)

Mean Computer Operating Budget	$460,000
Mean Ratio of Computer Operating Budget to Business School Operating Budget	3.5
Computer Dollars per Student	
Mean	$359
Median	$107
Range	$1 - $6,299

Source: AACSB/UCLA Survey of Business School Computer Usage, August 1998

Computer Infrastructure (1998)

Mean Number of Microcomputers per School	221.0
Median Students per Micro Density	17.9
Median Faculty per Micro Density	.9
Median Computer Staff FTE	6.0
Median Students per Staff	271.0

Source: AACSB/UCLA Survey of Business School Computer Usage, August 1998

Email Usage (1998)

User Group	Percent Using
Faculty	92
Staff	94
Undergraduate Students	77
MBA Students	87

Source: AACSB/UCLA Survey of Business School Computer Usage, August 1998

Assignment of Web Site Responsibility (1998)

	External/ Public (percent of schools)	Intranet (percent of schools)
Business School		
Faculty Members	72	50
Administrative Staff	64	60
Computing Services	52	66
Students	39	26
External Affairs	19	11
Central Campus Group(s)	21	14
Outsourced	8	6

Source: AACSB/UCLA Survey of Business School Computer Usage, August 1998

Preparation of Students for Using Technology (1999 Survey of Campus Chief Academic Computing Officers)

How well does your institution prepare students for technology skills needed over the next decade?	Mean
Biological and physical sciences	3.7
Business	**3.9**
Education	3.5
Engineering	3.9
Humanities	3.2
Mathematics	3.7
Social Science	3.3

Scale from 1="Poor" to 5="Excellent"

Source: Green, Kenneth C. *Campus Computing 1999.* Encino, CA: Campus Computing, 1999 (www.campuscomputing.net).

Preparation of Faculty for Using Technology for Instruction (1999 Survey of Campus Chief Academic Computing Officers)

How well-prepared are faculty to use technology as a resource?	Mean
Biological and physical sciences	3.5
Business	**3.7**
Education	3.2
Engineering	3.6
Humanities	3.0
Mathematics	3.6
Social Science	3.1

Scale from 1="Poor" to 5="Excellent"

Source: Green, Kenneth C. *Campus Computing 1999.* Encino, CA: Campus Computing, 1999 (www.campuscomputing.net).

Percent of Institutions Offering Any Distance Education Courses in Business and Management (1997-1998)

Public 4-year Institutions	61
Private 4-year Institutions	36

Source: U.S. Department of Education, National Center for Education Statistics, Distance Education at Postsecondary Education Institutions: 1997-1998.

AACSB Publication: *Quality Issues in Distance Learning*

This report, available from AACSB, results from the work of a task force established by the Board of Directors of AACSB - The International Association for Management Education. The board recognized the growing importance of distance learning in management education and charged the task force to provide guidance to assist 1) schools developing distance learning programs, and 2) peer reviewers evaluating distance learning programs. In addition to its response to the two specific requests of the board's charge, the task force report provides a list of questions for prospective students to use when considering enrolling in a distance learning program. Copies of this report are available by contacting AACSB.

LARGEST SINGLE B-SCHOOL DONATIONS FROM INDIVIDUAL DONORS*

$62 million **1999**
Darden Graduate School of Business Administration, University of Virginia
Frank Batten, Sr., retired chair of Landmark Communications, Inc., an international media company

$50 million **1998**
Walton College of Business Administration, University of Arkansas
The Walton Family Charitable Support Foundation of Bentonville, Arkansas

$40 million **1998**
The Wharton School, University of Pennsylvania
Jon M. Huntsman, chairman and chief executive of Huntsman Corp., a chemical company

$35 million **2000**
Mendoza College of Business, University of Notre Dame
Thomas F. and Kathy Mendoza, senior vice president of sales and marketing and senior director of worldwide strategic alliances, respectively, Network Appliance, the leading provider of network attached data access and management solutions

$35 million **1997**
Gordon S. Marshall School of Management, University of Southern California
Gordon S. Marshall, chairman of the board, Marshall Industries

$33.5 million **1996**
Owen Graduate School of Management, Vanderbilt University
Ralph and Lulu Owen, founder, Equitable Securities Corporation and chair, American Express

$30 million **1999**
The Henry B. Tippie College of Business, University of Iowa
Henry B. Tippie, vice chairman of the board and chairman of the executive committee of Rollins Truck Leasing Corp.

$30 million **1998**
The Robert Emmett McDonough School of Business, Georgetown University
Robert Emmett McDonough, founder and chairman of RemedyTemp

$30 million **1997**
Graduate School of Business, University of St. Thomas
Anonymous donor

$30 million **1995**
Franklin W. Olin Graduate School of Business, Babson College
Franklin W. Olin Foundation

$30 million **1992**
School of Business Administration, University of Michigan
William Davidson, owner of Guardian Industries Corporation, a glass manufacturing company, and the Detroit Pistons

$30 million **1988**
Leonard N. Stern School of Business, New York University
Leonard N. Stern, owner of the Hartz Group, the pet supply giant

$25 million **1998**
The Darla Moore School of Business, University of South Carolina
Darla D. Moore, president, Rainwater Inc., an investment firm

$24 million **1998**
Weatherhead School of Management, Case Western Reserve University
Peter B. Lewis, chairman, president and chief executive officer of The Progressive Corporation

$23 million **1997**
Kelley School of Business, Indiana University
E.W. Kelley, chairman, Consolidated Products, Inc.

$20 million **1998**
Fuqua School of Business, Duke University
J.B. Fuqua, entrepreneur and philanthropist

$20 million **1998**
School of Business, The Pennsylvania State University at Erie, The Behrend College
Anonymous donor

$20 million **1998**
Roberto C. Goizueta Business School, Emory University
Roberto C. Goizueta, former chairman, board of directors and chief executive officer of The Coca-Cola Company

$20 million **1998**
Roberto C. Goizueta Business School, Emory University
Woodruff Foundation, in recognition of the achievements of the late Roberto C. Goizueta

$20 million **1993**
Max M. Fisher College of Business, The Ohio State University
Max M. Fisher, investor

$20 million **1991**
Eli Broad College of Business, Eli Broad Graduate School of Management, Michigan State University
Eli Broad, chairman, president and CEO, SunAmerica, Inc., a financial services holding company

$20 million **1987**
Graduate School of Business Administration, Harvard University
John Shad, former SEC chairman

$20 million **1984**
Johnson Graduate School of Management, Cornell University
Samuel Curtis Johnson, CEO, S.C. Johnson & Co., Johnson wax products

* AACSB members as of March 2000; may not be all inclusive; not cumulative per donor; updated regularly on the AACSB Web site (http://www.aacsb.edu)

OTHER AACSB INFORMATION SOURCES

AACSB Web Site

The AACSB Web site (http://www.aacsb.edu) is continually updated and includes information such as current news about business schools, e-business degree programs, accreditation updates and more. The Web site also provides an electronic registration option for professional development programs.

NEWSLINE

NEWSLINE is a quarterly publication reporting on the activities of the association as well as on trends and issues in management education. Recent articles have addressed e-learning, globalization and e-business management education. To subscribe, contact AACSB.

@cademyonline

@cademyonline (http://www.academyonline.com) is an online journal created for the rapidly evolving worlds of distance education and lifelong learning. It puts into focus current forces impacting distance and higher education, featuring interviews with prominent opinion makers and leaders in academia today, discussions, reviews, articles and event information. This publication, jointly produced by AACSB and University Access (UA), is offered free to subscribers. Sign up via the Web site.

Funding Alert

AACSB's "Business and Management Education Funding Alert" is the only source of targeted information on funding opportunities specific to business schools. The service digs out critical information on the myriad of grant programs to which business and management educators are eligible to apply. The Funding Alert grants team is headed by Carolyn Looff & Associates, widely respected experts in business and management research funding. To subscribe, contact Carolyn Looff & Associates, P.O. Box 22258, Lexington, KY 40522-2258; 606-266-8274 (phone/fax). Or sign up through the Funding Alert Web site at http://www.fundingalert.org.

AACSB Membership Directory

AACSB's Membership Directory is a listing of member institutions, including the member representative, street address, phone, fax and Email, if available. The AACSB officers and board of directors are included in this book. The Directory also contains listings of Accreditation Council Members, as well as schools in the Candidacy Partnership Program, and various committees and task forces.

OTHER ASSOCIATIONS WORLDWIDE

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AIMAF (Association des Institutions de Formation et de Perfectionnement en Management d'Afrique)
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ABOUT AACSB

AACSB - The International Association for Management Education is a not-for-profit corporation of educational institutions, corporations and other organizations devoted to the promotion and improvement of higher education in business administration and management.

Organized in 1916, AACSB is the premier accrediting agency for bachelor's, master's and doctoral degree programs in business administration and accounting. Its founding members include Columbia University, Cornell University, Dartmouth College, Harvard University, New York University, Northwestern University, The Ohio State University, Tulane University, the University of California at Berkeley, the University of Chicago, the University of Illinois, the University of Nebraska, the University of Pennsylvania, the University of Pittsburgh, the University of Texas, the University of Wisconsin-Madison and Yale University.

AACSB also is the professional organization for management education. In addition to its accreditation function, the organization conducts an extensive array of development programs for faculty and administrators; engages in research and survey projects on topics specific to the field of management education; maintains relationships with disciplinary associations and other groups; interacts with the corporate community on a variety of projects and initiatives; and produces a wide variety of publications and special reports on trends and issues within management education. AACSB also maintains relationships with other management education associations worldwide.

AACSB PROFESSIONAL DEVELOPMENT SERIES

The 2000-2001 collection of educational programs includes an array of emerging topics, as well as traditional favorites. Watch for more details in AACSB's NEWSLINE, the AACSB Web site (http://www.aacsb.edu) and in various promotional materials distributed by mail and fax. AACSB professional development offerings fill up quickly so early registration is encouraged. (Note: Some exact dates and sites still to be determined.)

2000

May 20 – 23
Learning Technologies Workshop
Atlanta, Georgia

June 1 – 3
Management Education E-Commerce Conference
Boston, Massachusetts

September 17 – 19
Continuous Improvement Symposium
Tampa, Florida

October 18 – 21
Chief Learning Officers Conference
Los Angeles, California

November
Management Education Strategic Compensation Conference
Location and exact date to be announced

December 6 – 9
Associate Deans Seminar
Scottsdale, Arizona

2001

January 3 – 6
Business School Development Conference
Miami, Florida

February 10 – 13
Undergraduate Programs Seminar
Dallas, Texas

March 7 – 10
Re-Thinking Globalization of Business Schools Conference
Location and exact date to be announced

May 16 – 19
Management Education E-Commerce Conference
Atlanta, Georgia

NOTES

AACSB

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